





<p>1. What is our purpose?</p> <p>To inquire into the following:</p> <p>Transdisciplinary Theme</p> <p>How We Express Ourselves</p> <p>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p> <p>Central Idea</p> <p>Cultures around the world use folk tales as a way to express their beliefs and values as a community.</p> <p>Summative assessment task(s): What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?</p> <p>Story Telling Project: Students work in partners or small groups to present a folk tale performance to students in their own class, AIS Junior School or buddy classes. Students will use acting skills to convey the story. Use reflective skills to promote self-assessment and areas for improvement.</p>	<div data-bbox="824 178 1507 850"> <div> Class/grade: Units of Inquiry 3* (C) Age group: Year 3 </div> <div> School: Sample School code: </div> <div> Title: How We Express Ourselves 2012 Teacher(s): </div> <div> Proposed duration </div> <div> number of hours: over number of weeks: (Week 2, 5 Weeks) </div> <div> Enduring Understandings attached Box 1. </div> <div> Mapped Learning Outcomes attached Box 1. </div> </div> <div data-bbox="824 882 1507 1848"> <p>2. What do we want to learn? What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?</p> <ul style="list-style-type: none"> form connection perspective <p>Related Concepts: (Social Studies)Culture, Morals, Traditions</p> <p>What lines of inquiry will define the scope of the inquiry into the central idea?</p> <ul style="list-style-type: none"> Folktales from different communities The craft of storytelling Common values and beliefs expressed in folktales <p>What teacher questions/provocations will drive these inquiries?</p> </div>
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<p>- Students do a think/pair/share to investigate their initial understanding of the purpose of a folktale, common values and beliefs expressed in folktales and identify folktales from different communities. As a class, develop a common definition/understanding of what a folktale is.</p> <p>Speaking skills – Teachers observe student ability/confidence in stating opinions, listening to others and group decision-making in developing a collaborative understanding of what a folktale is and which stories qualify as a folktale based on student reasoning.</p> <p>What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?</p> <p>LOI 1 – Read folktales from various cultures; students develop inquiries particular to the language, artifacts and settings artifacts associated with these folktales (i.e. What is a tapestry? Do Banyan Trees only grow in Indonesia?) and investigate.</p> <p>LOI 2 – Extrapolate lesson and morals/commonalities between</p>	<p>level performance) (Speaking and Listening)</p> <ul style="list-style-type: none"> • Examine the qualities of good story-telling without use of props, emphasizing the use of non-verbal communication skills to convey the meaning of a story. Students engage in re-telling folktales • Examine the longevity of a moral – is it still relevant in today’s world as well as tomorrow’s? Adapt a folktale, adjusting the complication and resolution to a contemporary setting. • Actively play a role in a short script with a beginning, middle and end • Use drama to explore and engage in concepts – perspective, form, reflection • Transform a story into a performance • Script writing • Create a performance for a particular audience of purpose • Be introduced to the way materials may be used symbolically to convey location and character • Experiment and develop control in the use of character voices, impersonations and accents • Share ideas in multiple formats, for example, mime, puppetry or storytelling, distinguishing between formal and information performance styles • Encourage their peers through applause, positive criticism, praise and
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<p>folktales. Students choose a value, belief or lesson meaningful to them and one they think should be passed onto other generations' (i.e. saving the environment, being generous). Students adopt this moral as the basis for developing a modernized version of the folktale.</p> <p>LOI 3 – Folktale Grid – Students deconstruct folktales to find common character traits and morale teachings that reflect the attributes of the IB Learner Profile</p> <p> <u>Year 3 How We Express Ourselves Preassessment Activity 2011</u></p> <p> <u>Year 3 Preassessment 1 class analysis</u></p> <p> <u>Year 3 How We Express Ourselves Learning Outcomes</u></p> <p> <u>Year 3 How We Express Ourselves Drama, Social Studies and Science Assessment docs</u></p>	<p>encouragement</p> <ul style="list-style-type: none"> • Appreciate and use the ideas of others in drama • Complete assessment tasks or activities, ie, rubrics and checklists, to evaluate performances • Display an awareness of stories and theatrical conventions from other cultures and periods • Recognise connections between the performances of a number of cultures <p>What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?</p> <p>Communication Skills</p> <ul style="list-style-type: none"> - Viewing: understanding the ways in which images and language interact to convey ideas, values and beliefs - Presenting: Constructing visuals and multimedia for a range of purposes and audiences, communicating information and ideas through a variety of visual media, using appropriate technology for effective presentation and representation - Writing: Keeping a journal or log, recording information <p>Self-Management Skills</p> <ul style="list-style-type: none"> - Organisation: planning and
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	<p>carrying out activities effectively</p> <p>- Time management: using time effectively and appropriately</p> <p>Social Skills</p> <p>- Accepting Responsibility: Taking on and completing tasks in an appropriate manner</p> <p>- Group decision making: Listening to others; discussing ideas; asking questions; working towards and obtaining consensus</p>
<p>5. What resources need to be gathered?</p> <p>What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?</p> <p>Book Trolley of relevant books containing folktales from round the world.</p> <p>Use of Year 3 Resources on MOSS for students to access multimedia resources</p> <p>How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?</p> <p>Create a 'Character Profile' wall – using profiles to represent what different characters display within the folktale read.</p> <p>Book Roger Jenkins- Storyteller for storytelling session and workshops Email rogerstoryteller@gmail.com</p> <p>xmlns:v="urn:schemas-microsoft-com:vm"</p> <p>xmlns:o="urn:schemas-microsoft-com:office:office"</p> <p>xmlns:w="urn:schemas-microsoft-com:office:word"</p> <p>xmlns:m="http://schemas.microsoft.com/office/2004/12/omml"</p> <p>xmlns="http://www.w3.org/TR/REC-html40"></p>	<p>PYP Phase 3 PYP: Arts (2009), PYP Phase 3, Responding Drama Learning outcomes</p> <ul style="list-style-type: none"> explore how dramatic meaning illustrates the values, beliefs and observations of an individual or community consider the composition of an audience when preparing an

<ul style="list-style-type: none"> ▪ use body language in mime and role play to communicate ideas and feelings visually ▪ observe visual images and begin to appreciate, and be able to express, that they have been created to achieve particular purposes. <p>PYP: Language (2009), PYP Phase 2, Written language - reading Learning outcomes</p> <p>Learners:</p> <ul style="list-style-type: none"> ▪ participate in guided reading situations, observing and applying reading behaviours and interacting effectively with the group ▪ make connections between personal experience and storybook characters <p>PYP: Mathematics (2009), PYP Phase 2, Number Learning outcomes</p> <p>When constructing meaning learners:</p> <ul style="list-style-type: none"> ▪ model numbers to hundreds or beyond using the base 10 place value system** ▪ estimate quantities to 100 or beyond 	<p>effective formal and/or informal presentation</p> <ul style="list-style-type: none"> ▪ reflect on achievement and challenges and how they can incorporate these influences in future work ▪ recognize and discuss how the consequences and actions of a performance teach audience members and performers life lessons. <p>PYP: Arts (2009), PYP Phase 3, Creating Drama Learning outcomes</p> <ul style="list-style-type: none"> ▪ create a devised or scripted performance for a particular audience or purpose
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- make artistic choices about role, situation and context
- identify how cultural connections can be made with different types of drama
- identify and develop the personal and related skills encountered through the drama experience
- find appropriate ways to communicate specific meaning using dramatic action
- express their unique values, beliefs and interests through a

	<p>dramatic form</p> <ul style="list-style-type: none">▪ interpret written dialogues or scenarios. <p>PYP: Language (2009), PYP Phase 3, Oral language Learning outcomes Learners:</p> <ul style="list-style-type: none">▪ listen to a variety of oral presentations including stories, poems, rhymes and reports and respond with increasing confidence and detail▪ participate in a variety of dramatic activities, for example, role play, puppet theatre, dramatization of familiar stories and poems
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PYP: Language
(2009), PYP
Phase 3, Visual
language
Learning
outcomes
Learners:

- use actions and body language to reinforce and add meaning to oral presentations
- observe and discuss visual presentations; make suggestions about why they have been created and what the creator has been aiming to achieve.

PYP: Language
(2009), PYP
Phase 3, Written
language -
reading
Learning
outcomes
Learners:

- identify and explain the basic structure

	<p>of a story—beginning, middle and end; may use storyboards or comic strips to communicate elements</p> <ul style="list-style-type: none">▪ understand sound-symbol relationships and apply reliable phonetic strategies when decoding print▪ discuss personality and behaviour of storybook characters, commenting on reasons why they might react in particular ways <p>PYP: Language (2009), PYP Phase 3, Written language - writing Learning outcomes Learners:</p> <ul style="list-style-type: none">▪ use
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	<p>graphic organizers to plan writing, for example, Mind Maps®, storyboards</p> <p>PYP: Mathematics (2009), PYP Phase 3, Number Learning outcomes When constructing meaning learners:</p> <ul style="list-style-type: none">▪ model numbers to thousands or beyond using the base 10 place value system
<p>PYP Phase 4 PYP: Arts (2009), PYP Phase 4, Responding Drama Learning outcomes</p> <ul style="list-style-type: none">▪ describe how drama plays an innovative role in communicating ideas within cultures and societies▪ reflect on a variety of dramatic forms to identify new understandings within the arts▪ use responses to drama to adapt and improve work, considering the original intention. <p>PYP: Arts (2009), PYP Phase 4, Creating Drama Learning outcomes</p> <ul style="list-style-type: none">▪ manipulate a variety of different drama strategies and techniques to create informed scripts, characterizations and contexts	<p>PYP Phase 5</p>

- work to develop each other's ideas during the creative process
- create and perform a sequential drama that explores a particular issue by experimenting with different dramatic forms
- consider the skills and techniques used by a range of drama practitioners in the performing arts
- show an awareness of audience and adapt performances accordingly
- consider the advice and feedback of others as an essential part of the creative process
- explore writing for performance.

PYP: Language (2009), PYP Phase 4, Oral language
Learning outcomes
Learners:

- listen appreciatively and responsively, presenting their own point of view and respecting the views of others
- understand that ideas and opinions can be generated, developed and presented through talk; they work in pairs and groups to develop oral presentations

PYP: Language (2009), PYP Phase 4, Visual language
Learning outcomes
Learners:

- identify aspects of body language in a dramatic presentation and explain how they are used to convey the mood and personal traits of characters
- observe and discuss the choice and composition of visual presentations and explain how they contribute to meaning and impact, for example, facial expressions, speech bubbles, word images to convey sound effects

PYP: Language (2009), PYP Phase 4, Written language - reading
Learning outcomes
Learners:

- understand and respond to the ideas, feelings and attitudes

<p>expressed in various texts, showing empathy for characters</p> <ul style="list-style-type: none">▪ understand that stories have a plot; identify the main idea; discuss and outline the sequence of events leading to the final outcome <p>PYP: Language (2009), PYP Phase 4, Written language - writing Learning outcomes Learners:</p> <ul style="list-style-type: none">▪ show awareness of different audiences and adapt writing appropriately <p>PYP: Mathematics (2009), PYP Phase 4, Number Learning outcomes When constructing meaning learners:</p> <ul style="list-style-type: none">▪ model numbers to millions or beyond using the base 10 place value system		
<p>PYP Science & Social Studies Outcomes</p> <p>Possible Social Studies Outcomes:</p> <ul style="list-style-type: none">▪ Describe how folktales are used to convey a community's traditions, beliefs and values across time▪ Demonstrate how non-verbal communication allows people to transcend language barriers▪ Identify how different arts mediums are used to express ideas and feelings about culture	<p><u>PYP Science & Social Studies Skills</u></p> <p>Social Studies Skills</p> <ul style="list-style-type: none">▪ a. Formulate and ask questions about the past, the future, places and society.▪ c. Orientate in relation to place and time.▪ d. Identify roles, rights and responsibilities in society.	<p><u>PYP Science & Social Studies Strands</u></p> <p>Social Studies Strands</p> <ul style="list-style-type: none">▪ Social organization and culture▪ Continuity and change through time

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